

# Stables Day Care Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY358764
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Shirley Amanda Wilkes
<b>Setting address</b>	20 Wemsbrook Road, Wem, SHREWSBURY, SY4 5AH
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Stables Day Care Nursery was established in 1992 and taken over by the current owner in 2007. It operates from five rooms in converted barn buildings. It is situated in the town of Wem, North Shropshire. Children come from a wide catchment area. Access to the nursery is limited due to some rooms being accessed by a flight of stairs.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. There are currently 76 children on roll, of whom 57 children are in the Early Years Foundation Stage, some of which attend on a part-time basis. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year as well as on Saturdays. All children share access to an enclosed outdoor play area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, seven hold appropriate early years qualifications and three are working towards a qualification.

## Overall effectiveness of the early years provision

The overall provision is good. Children are cared for in a safe, secure and stimulating environment where they are able to explore, investigate and become independent. Good organisation ensures that children's learning and development arms them with skills for later life. Children are engaged in planned activities and have time to develop their own learning and play. Positive relationships with parents form the basis of strong two-way communication which ensures information about children's needs is updated. Self-evaluation has begun for future development of the provision but does not ensure that staff reflect on their practice and identify strengths and weaknesses.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- ensure that child protection procedures include procedures to be followed if an allegation was made against a staff member.

## The leadership and management of the early years provision

The management provides good leadership which ensures that the staff are effectively supported in their role. Consequently, staff are dedicated and work well together to benefit the children. The nursery is well organised and routines have

been established to promote the welfare, learning and development of the children. Children are safeguarded because staff understand their role in protecting children, have a sound knowledge of the symptoms of child abuse and know what action to take if they have concerns about a child. However, procedures to be followed are not in place if an allegation was made against a member of staff. Detailed risk assessments for all areas of the nursery and on visits of the premises are completed so that any hazards are identified and minimised.

Self-evaluation is in its infancy and has yet to fully identify the strengths and weakness of the setting. Staff establish positive relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. All aspects of children's care are discussed with parents and fully supportive systems are in place for the ongoing exchange of information. Staff make good use of space within the premises, resources available and their time to provide children with a wealth of positive experiences, and ensure that children are aware of the other areas within the nursery, in particular for babies making visits to the main nursery in preparation for moving on.

Staff carefully plan to ensure that the babies' needs, for example, sleeping, eating and nappy changing, are met. The times of these events are then carefully recorded in their individual daily sheets, which are then shared with parents. Effective systems are in place to ensure children with learning difficulties and/or disabilities are supported appropriately. Appropriate action has been taken to address the recommendations identified during the previous inspection.

## **The quality and standards of the early years provision**

Children achieve well in the nursery and make good progress towards the goals expected for their age. They are encouraged to explore and make choices from the wide range of resources available. The rooms are set up effectively for the different age groups. Staff ensure that children visit their next room to make the transition smooth and to enable staff to provide well for them, Staff encourage children to engage in many opportunities to develop their skills and knowledge through adult-directed and independent activities.

Children are encouraged at all times to use their numeracy skills, for example, counting how many children line up for outdoor play and when completing the weather board counting to find the date for today. Print and numbers are displayed throughout the nursery, with equipment labelled with pictures and letters. Communication and language skills are effectively supported for all children. Consequently, babies and younger children are confident to express their feelings through babbling and gestures. Toddlers and older children use their language well in their imaginative play. Babies receive positive interaction from staff, who spend time talking to them, holding and playing with them. They explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills; babies enjoy playing at the table with the jelly squeezing it through their fingers and taking great delight in tasting it. Older children choose how to extend their learning and enjoyment; for example, when completing a shape matching activity, children freely reached scissors and

glue to turn into a creative experience.

Behaviour within the nursery on the whole is very good, children understand and know what is expected of them. They treat one another and staff with respect. Staff manage behaviour in a calm quiet manner and provide positive role models. Children's work and photographs are displayed in all areas of the nursery which builds on their self esteem. Their technology skills are generally promoted, as they enjoy using the computer with suitable programmes and younger children are able to press buttons and turn knobs on a variety of equipment to make sound and lights. The nursery celebrate various festivals, look at other cultures and taste different foods from around the world and have equipment which reflects the diversity of society. They also take part in fund raising activities and join in with the village carnival.

Children's welfare is well-promoted and space within the setting is well-organised. With children grouped according to age and ability, they are able to move freely between activities. Staff wear aprons and gloves for nappy changing. Staff are vigilant about handwashing and ensure children wash hands after toileting and before meals and snacks children are encouraged towards increasing independence.

Children are beginning to move with control and use a range of equipment to develop their physical skills particularly when enjoying the outdoor play area that has a variety of equipment to allow for balancing and climbing and is also a time for children to socialise with their older peers and siblings which they all enjoy. Meals are freshly prepared, taking into account dietary needs, and provide a social occasion greatly enjoyed by the children. Drinks are readily available with staff vigilant in ensuring younger children access them frequently so that they are all well hydrated.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met